
ELA A10

“I Can” Statements for Outcomes and Indicators

Sun West Grade 10 ELA Teachers

Goal - Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other texts) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

CR A10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address: identity (e.g., Foundational Stories); social responsibility (e.g., Destiny and Challenges of Life); and social action (agency) (e.g., Human Existence).

- ☐ I can show that I understand different visuals (see), oral (hear), print (read), multimedia texts (addressing identity, social responsibility, and social action).
- ☐ I can respond to different visual (see), oral (hear), print (read) multimedia texts (addressing identity, social responsibility, social action)

Indicators

- a. I can view a variety of contemporary and traditional texts and respond in a way that shows I understand what I have viewed. I can listen to a variety of contemporary and traditional texts and respond in a way that shows I understand what I have listened to. I can read a variety of contemporary and traditional texts and respond in a way that shows I understand what I have read.
- b. I can make connections between self, texts, and world.
- c. I can understand and interpret different texts by using connections to text and self.
- d. I can understand main ideas and supporting details, and determine their direct and indirect meaning.
- e. I can identify the **elements** used to organize a text and evaluate their effectiveness.
- f. I can respond thoughtfully and critically to text and give reasons for my choices.
- g. I can create important and interesting questions about what is viewed, listened to, and read.
- h. I can use my experiences to respond critically to people, events, and ideas in a variety of texts.
- i. I can create questions related to issues in texts about identity, my role in society, and how others participate in society.
- j. I can discuss how texts affect individual and community values and behaviours.

CR A10.2 View, interpret, summarize, and draw conclusions about the ideas and information presented in a variety of illustrations, charts, graphs, and television, film, and video presentations including a documentary or current affairs program.

- ☐ I can view information from more than one source.
- ☐ I can interpret this information
- ☐ I can summarize and make conclusions about the ideas presented in more than one source

Indicators

- a. View, interpret, and summarize grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, Canadian, and international authors from various cultural communities.
- b. Select, use, and evaluate purposefully a variety of before (page 24), during (page 25), and after (page 26) strategies to construct meaning when viewing.
- c. Understand and apply language cues and conventions to construct and confirm meaning when viewing including:
 - Pragmatic cues: recognizing and understanding formal English and how stylistic choices affect the meaning and impact of the message; recognizing different English dialects and problems inherent in “standard” English supremacy.
 - Textual cues: recognizing and understanding the distinctive formats of a range of visual and multimedia texts and their textual and organizational features.
 - Syntactic cues: recognizing and comprehending basic English sentence structures including common kernel structures and how they have been expanded with qualifiers and how they have been compounded and transformed (as questions, exclamations, inversions, negatives).
 - Semantic/Lexical/Morphological cues: recognizing and comprehending when and how words are used in a concrete or abstract and a denotative or connotative way.
 - Graphophonic cues: recognizing and comprehending the structure and patterns of high-frequency, topic-specific, and new words encountered in viewing.
 - Other cues: recognizing and comprehending textual features such as graphic aids (e.g., diagrams, graphs, timelines, table of contents and index) and illustrations (e.g., photographs, images, drawings, sketches); recognizing intonation, nonverbal cues and body language; recognizing gestures, facial expression, sound, visual, and multimedia aids that were used to enhance presentation.
- d. Demonstrate active viewing behaviours including:
 - determine what the text is representing
 - identify and analyze how the text was constructed
 - identify the intended audiences and points of view in the text
 - infer the assumptions, interests, beliefs, and values embedded in the text and the credibility and purpose of the author
 - recognize language and media techniques and conventions in television, film, and video presentations
 - analyze how the text uses argument, images, placement, editing, and music to create emotion and impact
 - evaluate and critique the persuasive techniques.
- e. Analyze contrasting texts, evaluating the ways verbal and non-verbal (visual and multimedia) features are organized and combined for different meanings, effects, purposes, and audiences in different social contexts.
- f. Investigate the source of media presentation or production including who made it, why, and for whom it was made.
- g. Evaluate how genders and various cultures and socio-economic groups are portrayed in mass media.
- h. Prepare and present a critical response to what was viewed.
- i. View and discuss the meaning and characterization implicit in the action of a scene from a play, film, television production (e.g., dialogue, movement, physical position of characters), noting visual features (e.g., set, costumes, and character appearance).
- j. Discuss the characterization, mood, and historical setting achieved by an actor and director in a live performance or film version of a play.

CR A10.3 Listen to, interpret, summarize, and draw conclusions about the ideas and information presented in a variety of literary and informational texts including group discussions, oral readings, interviews, and prepared talks about a topic being studied.

- ☐ I can listen to ideas and information from more than one source (such as group discussion, oral readings, interviews, and prepared talks).
- ☐ I can interpret this information.
- ☐ I can summarize this information.
- ☐ I can draw conclusions from this information.

Indicators

- a. I can listen to Grade 10 literary and informational texts that are created by a variety of artists. I can interpret this information.
- b. I can select before, during, and after strategies to help me understand when I am listening. I can use these strategies when listening. I can evaluate the effectiveness of these listening strategies. (see posters).
- c. I can understand and apply various language communication cues and conventions to help me understand, including:
 - Pragmatic cues:** I can identify and understand how language registers that are varied and used for effect (e.g., characterization, dialect) and that have been influenced by the context (e.g., community in which it was learned).
 - Textual cues:** I can identify and understand how thoughts and ideas of a range of oral texts are organized (text features).
 - Syntactic cues:** I can identify and understand how different word order and sentence patterns can be used to communicate and clarify meaning when listening.
 - Semantic/Lexical/Morphological cues:** I can use a dictionary or other source to determine a word's meaning(s).
 - Graphophonic cues:** I can identify the correct form and usage of a word.
 - Other cues:** I can identify and explain how features including voice production factors (e.g., articulation, tone, tempo, pronunciation, volume, emphasis, pitch, pause) and non-verbal cues (e.g., gestures, stance, eye contact) clarify intent of message.
- d. I can demonstrate active listening by, and for the purpose of:
 - concentrate, focus, pay attention, and ignore distractions
 - analyze explicit and implicit messages, viewpoints, and concepts
 - recognize overall plan or organization including transitional expressions
 - paraphrase what was listened to and heard
 - distinguish fact from opinion
 - identify and analyze persuasive techniques
 - evaluate perspective, credibility, and logic
 - use effective note-making strategies and a variety of written or graphic forms to organize, summarize, and share ideas acquired from listening
 - prepare and ask relevant questions and respond appropriately
 - analyze the overall effectiveness of the message.
- e. I can reflect on what I have listened to. I can be critical about what I have listened to. I can imagine how someone else would feel about what I have listened to. I can appreciate what I have listened to.
- f. I can identify language features (see cues and conventions from [c]) in a range of oral and multimedia texts. I can identify the effects of the language features in a range of oral and multimedia texts. I can describe and analyze how language features are related to meaning, purpose and audience.

- g. I can listen to others. I can interact appropriately while listening. I can communicate with others to explore understanding, information, ideas and opinions.
- h. I can identify my own attitudes and beliefs. I can relate my attitudes and beliefs to the personal experience and knowledge in an oral text. I can compare the attitudes and beliefs, viewpoints and messages in different things I listen to.
- i. I can listen respectfully to a guest speaker and make notes that highlight the key points, purpose, attitude and organization of ideas.
- j. I can listen to a speech and identify the language features (see cues and conventions from [c]) used.

CR A10.4 Read, interpret, and draw conclusions about the ideas, information, concepts, and themes presented in a variety of literary (including poems, plays, essays, short stories, novels) and informational (including magazines, newspapers, and on-line information) texts.

- ☐ I can read a variety of literary and informational texts.
- ☐ I can interpret the ideas, information, concepts and themes in the texts.
- ☐ I can draw conclusions about the ideas, information, concepts and themes in the texts.

- a. I can read Grade 10 literary and informational texts that are created by a variety of artists. I can comprehend this information. I can explain the information.
- b. I can select before, during, and after strategies to help me understand when I am reading. I can use these strategies when reading. I can evaluate the effectiveness of these reading strategies. (see posters).
- c. I can understand and apply various language communication cues and conventions to help me understand when reading, including:

Pragmatic cues: I can identify and understand how language registers that are varied and used for effect (e.g., characterization, dialect) and that have been influenced by the context (e.g., community in which it was learned).

Textual cues: I can identify and understand how thoughts and ideas of a range of written texts are organized (text features). I can identify and understanding distinctive features of genres (e.g., prose, poetry) and organizational patterns within each genre (e.g., chronological, spatial, cause and effect, comparison and contrast).

Syntactic cues: I can identify and understand how different word order and sentence patterns can be used to communicate and clarify meaning when reading.

Semantic/Lexical/Morphological cues: I can use a dictionary or other source to determine a word's meaning(s), usage, pronunciation, and etymology.

Graphophonic cues: I can identify the correct form and usage of a word to find out the correct pronunciation in context (e.g., "project" as a noun versus as a verb).

Other cues: I can identify and explain how features such as layout and accompanying graphics clarify intent of message.
- d. I can demonstrate active reading by:
 - establish a purpose for reading such as to learn, interpret, and enjoy
 - skim, scan, and read closely
 - identify and analyze explicit and implicit messages, viewpoints, concepts, persuasive techniques, and propaganda techniques (e.g., testimonial, band wagon, stereotyping)
 - recognize and analyze text structures and elements
 - make connections (text to text, text to self, text to world)
 - evaluate perspective, credibility, and logic
 - differentiate fact from opinion
 - differentiate between literal and figurative statements
 - compare own ideas and values against those in text
 - recognize, comprehend, and discuss the significance of allusions and symbols in context
 - construct images based on text descriptions (representing)
 - discuss and analyze meanings, ideas, language, and literary quality in a range of contemporary and historical texts, taking account of purpose, audience, and time
 - use note-making, marginal notes, and outlining to better understand texts.
- e. I can read to identify the main ideas, events, and themes in a variety of texts. I can interpret these critically. I can prepare, present and defend critical responses to what is ready.
- f. I can read and make generalizations about key concepts, characters, themes, and techniques in literary texts. I can support my ideas with specific details and examples.
- g. I can choose and read a variety of literary and informational texts for enjoyment and information.
- h. I can identify the structure and format of workplace documents such as memos, proposals, reports, and correspondence. I can explain how authors use the structure and features to achieve their purposes.

- i. I can explain how the conventions, structures and language features of a text suit it's topic and purpose.
- j. Use technology to find, access and interpret information from a variety of sources.

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

CC A10.1 Compose and create a range of visual, multimedia, oral, and written texts that explore:

- Identity (e.g., Foundational Stories);
- Social responsibility (e.g., Destiny and challenges of Life); and
- Social action (agency) (e.g., Human Existence)

- ☐ I can compose a variety of visual, multimedia, oral, and written texts to explore identity, social responsibility and social action.
- ☐ I create a variety of visual, multimedia, oral, and written texts to explore identity, social responsibility and social action.
 - a. I can represent, speak and write to respond to experiences or texts (staged dramatic scene, a television episode, a significant personal event).
 - b. I can create spoken, written, and other representations that include:
 - a clear thesis and logical points to support thesis
 - appropriate/logical details/evidence to support thesis
 - a style and voice appropriate to audience and purpose
 - clear patterns of organization
 - a justifiable conclusion.
 - c. I can develop an inquiry project related to a theme or issue:
 - work with others to determine knowledge base and define inquiry purpose
 - produce relevant questions that can be researched
 - create an inquiry plan to identify and find information from a variety of sources
 - determine the value of various sources
 - access information using a variety of tools
 - organization information using charts, diagrams, outlines, electronic databases
 - consider consequences of plagiarism
 - draw logical conclusions from information and decide how to present it to a specific audience
 - document and cite sources accurately using standard format (MLA or APA)

CC A10.2 Explain and present to a familiar audience the key ideas and events (actual or based on a text studied) through an appropriate combination of charts, diagrams, sound, models, drama, and print.

☐ **I can explain and present the key ideas and events through a combination of charts, diagrams, sound, models, drama and print.**

- a. I can prepare and present **visual and multimedia presentations** and a research talk/report that:
- uses organization appropriate to audience, purpose, and context
 - has a single idea and strong message
 - organizes ideas in a logical and appropriate sequence
 - includes smooth transitions
 - includes a variety of forms and technologies such as sound, photographs, and models
 - provide logical and convincing conclusions.
- b. I can select before, during, and after strategies to construct and communicate meaning when using other forms of representing. I can use these strategies when representing. I can reflect on the effectiveness of these representing strategies. (see posters).
- c. I can understand and apply various language cues and conventions to help me when representing, including:
- Pragmatic cues:** I can select and use language that includes people across cultures, races, genders, ages, and abilities. I can avoid common usage problems including: unclear language, the use of jargon, slang, euphemism, clichés, (such as “Me and John...”, “I can’t get no...”, “Like,...”).
- Textual cues:** I can create visual and multimedia texts that are unified (i.e., all elements combined to form a single whole or “oneness”) and coherent (i.e., consistent, logically arranged, and connected).
- Syntactic cues:** I can use a variety of sentence forms (e.g., parallelism, inversion, subordination). I can write sentences that show proper grammar (e.g. free of misplaced qualifiers and dangling qualifiers; show agreement of subject and verb, consistency in verb tense, pronoun agreement, and clear pronoun reference; and use correctly that/which, who/ whom, and punctuation).
- Semantic/lexical/morphological:** I can use words correctly including prepositions (e.g., suited to, suited for), homonyms (e.g., to, too, two), plurals and possessives (e.g., the cat’s paws, students’ projects, people’s pets), and meaning (e.g., then/than; few, fewer/less, lesser).
- Graphophonic:** I can recognize and use Canadian spelling conventions and clear pronunciation to aid spelling.
- Other cues and conventions:** I can use appropriate visual elements (e.g., colour, layout, graphics, illustrations) and media technologies to clarify and enhance message.
- d. I can prepare, rehearse and confidently deliver a visual or multimedia presentation, explaining key ideas and events using combination of charts, diagrams, pictures, sounds, models, drama, and print with:
- An introduction that sets direction by grabbing attention, introducing the topic, presenting the main idea, and getting the audience excited about what they are about to experience
 - A body that organizes information
 - A conclusion that helps audience understand what is important
- e. I can present information using print and non-print aids such as props, visual aids, graphics, and electronic media to engage and inform an audience.
- f. I can use technology to publish my original work.
- g. I can use and adapt production techniques to communicate information, ideas, narrative and other messages.
- h. I can analyze, organize, and convert information into different forms (charts, graphs, drawings).
- i. I can experiment with a variety of text forms and techniques (advertisement, tableau, drama).

CC A10.3 Use oral language to express a range of information and ideas in formal (including a prepared talk on a familiar topic, an oral presentation of a passage of prose or poetry, retelling narrative or recounting an experience or event) and informal (discussion and group work) situations.

- ☐ I can use oral language in both formal and informal situations to express ideas and information.
 - ☐ I can prepare and present a prepared talk on a familiar topic
 - ☐ I can prepare and present an oral presentation of a passage of prose or poetry
 - ☐ I can retell a narrative or recount an experience or event
 - ☐ I can participate in class and group discussion
- a. I can participate in small and large group discussion. I can demonstrate effective group interaction skills and strategies including: (checklist of participation behaviours)
- Knowing what the group needs to accomplish and understanding how we're going to do it
 - Adjusting to different roles in the group
 - Helping to develop other's ideas by listening, observing, responding to and clarifying
 - Showing respectful criticism
 - Questioning others and responding to others' questions of me
 - Contributing to group discussion by summarizing, asking questions, paraphrasing main points, making connections, setting agenda
 - Taking responsibility for summarizing and bring closure to discussion
- b. I can select before, during, and after strategies to construct and communicate meaning when constructing and communicating meaning when speaking. I can use these strategies when speaking. I can reflect on the effectiveness of these speaking strategies. (see posters).
- c. I can understanding and apply language cues and conventions to construct and communicate meaning when speaking including:
- Pragmatic cues and conventions:** I can select and use language orally that includes people across cultures, races, genders, ages, and abilities. I can avoids common usage problems including: unclear language, the use of jargon, slang, euphemism, clichés, (such as "Me and John...", "I can't get no...", "Like,...").
- Textual cues and conventions:** I can create oral texts that are unified (i.e., all elements combined to form a single whole or "oneness") and coherent (i.e., consistent, logically arranged, and connected).
- Syntactic cues and conventions:** I can use a variety of sentence forms when speaking (e.g., parallelism, inversion, subordination). I can, when speaking, create sentences that show proper grammar (e.g. free of misplaced qualifiers and dangling qualifiers; show agreement of subject and verb, consistency in verb tense, pronoun agreement, and clear pronoun reference; and use correctly that/which, who/ whom, and punctuation).
- Semantic/lexical/morphological:** I can use words correctly including prepositions (e.g., suited to, suited for), homonyms (e.g., to, too, two), plurals and possessives (e.g., the cat's paws, students' projects, people's pets), and meaning (e.g., then/than; few, fewer/less, lesser).
- Graphophonic:** I can recognize and use Canadian spelling conventions and clear pronunciation to aid spelling.
- d. I can prepare, rehearse and deliver a talk on a familiar topic that has:
- An introduction that sets direction by grabbing attention, introducing the topic, presenting the main idea, and getting the audience excited about what they are about to experience
 - A body that organizes information
 - A conclusion that helps audience understand what is important
- e. I can prepare, rehearse, and deliver an oral reading/interpretation of prose, poetry, or other texts by:
- Organizing and arranging materials effectively
 - Choosing specific techniques of speech and delivery (tone, emphasis, volume) to interpret possible meanings, characters and ideas
- f. I can support the learning in my classroom by talking, listening, avoiding sarcasm or insult, drawing others into the conversation
- g. I can plan a class meeting on a topic of real concern, trying to reach a consensus about what we might do
- h. I can speak confidently, clearly and persuasively to communicate. I can speak confidently, clearly and persuasively to explore ideas, information and opinions.

- i. I can develop, explain and justify my opinions.
- j. I can identify and adjust oral presentation elements in keeping with purpose, audience needs, and situation. For example:
 - articulation
 - pronunciation
 - volume
 - tempo
 - pitch
 - stress
 - gestures
 - eye contact
 - facial expression
 - poise.

CC A10.4 Compose and create a variety of written literary (including a historical persona essay and a review) and informational(including an observation [eyewitness] report and researched or technical report) texts attending to various elements of discourse (eg., purpose, speaker, audience, form)

- ☐ **I can create a variety of written literary texts.**
 - **I can create a historical personal essay**
 - **I can create a review**
- ☐ **I can create a variety of informational texts.**
 - **I can create an eye-witness report**
 - **I can create a research/technical report**

- a. I can write essays that:
 - Have a clear focus and a strong message
 - Have a specific style for different audiences
 - Define the main idea by choosing details that help the audience understand my purpose
 - Organize ideas in a logical and appropriate sequence
 - Have smooth transitions
 - Have logical and convincing conclusions
- b. I can select before, during, and after strategies to construct and communicate meaning when writing. I can use these strategies when writing. I can reflect on the effectiveness of these writing strategies. (see posters).
- c. I can understand and apply language cues and conventions to construct and communicate meaning when writing including:
 - **Pragmatic cues and conventions:** I can select and use language that includes people across cultures, races, genders, ages, and abilities. I can avoid common usage problems including: unclear language, the use of jargon, slang, euphemism, clichés, (such as “Me and John...”, “I can’t get no...”, “Like,...”).
 - **Textual cues and conventions:** I can create written texts that are unified (i.e., all elements combined to form a single whole or “oneness”) and coherent (i.e., consistent, logically arranged, and connected).
 - **Syntactic cues and conventions:** I can use a variety of sentence forms when writing (e.g., parallelism, inversion, subordination). I can create sentences that show proper grammar (e.g. free of misplaced qualifiers and dangling qualifiers; show agreement of subject and verb, consistency in verb tense, pronoun agreement, and clear pronoun reference; and use correctly that/which, who/ whom, and punctuation).
 - **Semantic/lexical/morphological:** I can use words correctly including prepositions (e.g., suited to, suited for), homonyms (e.g., to, too, two), plurals and possessives (e.g., the cat’s paws, students’ projects, people’s pets), and meaning (e.g., then/than; few, fewer/less, lesser).
 - **Graphophonic:** I can recognize and use Canadian spelling conventions and clear pronunciation to aid spelling.
 - **Other cues and conventions:** I can use appropriate written elements (e.g., font size, type face, formatting). I can write legibly with appropriate speed and control. I can use communication elements such as neatness, underlining, indentations, spacing, and margins to enhance clarity and legibility of communication.
- d. I can write a narrative (a memory, an essay of experience) that:
 - Introduces the experience and draws the reader in
 - Identifies the story’s main character and establishes the setting
 - Uses dialogue to establish characters and create the drama
 - Provides an effective ending that logically “winds up” the events
- e. I can write an observation report/eyewitness account that:
 - Tells when and where the event happened
 - Tells about the event in a logical order
 - Uses descriptive details (sights, sounds, tastes, textures and smells) that help the reader feel as if he or she were experiencing it for themselves
 - Organizes details using location(top to bottom, front to back, left to right, head to toe) or time (first, next, then)
 - Uses specific verbs

- Establishes the time and place
 - Answers 5W + H
 - Includes thoughts and comments that bring the experience to life
 - Uses an engaging voice that sounds interested and knowledgeable
- f. I can write an inquiry report (research report, I-Search, technical report) that:
- Explains why the subject is worth investigating
 - Has a clear focus or thesis statement
 - Includes information that is related to thesis
 - Includes information that is current
 - Includes information that is drawn from reliable relevant sources
 - Includes citation
 - Has an introduction which may include:
 - i. Revealing story or quotation;
 - ii. Important background information;
 - iii. Interesting or surprise facts; and/or
 - iv. Reason for choosing subject
 - Has a body that develops the details logically
 - Provides a conclusion that leaves the reader with a clear understanding of the importance of research
 - Has a clear final statement
- g. I can write a historical persona essay (biographical narrative ,response to a historical photo) that:
- Includes a historic person
 - Defines important moments in the person's life
 - Is well-focused and organized
 - Shows clear understanding of the person, events, time and place
 - Includes observations and reflections about the person's life and experiences
 - Includes other people the person might have met and creates accurate portrayals of them
 - Uses first person ("I" voice) language, imagining myself as the historical person
 - Includes thoughts and feelings
 - Uses dialogue
- h. I can write a review (eg., evaluating a literary work) that:
- Includes thoughtful explanations
 - Includes specific references to the text
 - Expresses my opinion about the value of the subject/text
 - Explores the strengths and weaknesses of the text
 - Gives reasons for my opinion
 - Addresses what makes the text interesting, exciting, engaging, believable, unforgettable and significant
 - Does not retell plot
 - Recognizes theme and relevance of literary techniques (setting, characters, point of view, conflicts, plot development, figurative language, sound)
- i. I can experiment with and explore a variety of written text forms, such as:
- Poem
 - Memo
 - Legend

I can experiment with and explore a variety of techniques, such as:

- Foreshadowing
- Flashback
- imagery

- allegory
- figurative language
- symbolism
- point of view
- parallelism
- hyperbole

I can explain the appeal of language techniques

Assess and Reflect (AR). Students will extend their abilities to assess and reflect on their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future development.

AR B10.1 Establish and apply criteria to evaluate own and others' work.

AR B10.2 Set personal language learning goals and select strategies to enhance growth in language learning.

- ☐ I can establish criteria to evaluate my own and others' work.
 - ☐ I can apply these criteria when evaluating my own and others' work.
 - ☐ I can set personal learning goals to improve language learning.
 - ☐ I can select strategies to improve language learning.
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- a. I can use feedback to evaluate my effectiveness as a communicator.
 - b. I can evaluate my own contributions to group process. I can evaluate others' contributions. I can provide support where needed.
 - c. I can set personal learning goals to improve language learning. I can select strategies to improve language learning.
 - d. I can consider alternative ways of reaching my goals.
 - e. I can celebrate special accomplishments by using language to describe and discuss achievements.